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ABSTRACT

This guide is designed for use in providing English-as-a-second-language training to adults. The first part of the package describes the development of these materials during a project to provide training in conversational English to refugees and migrants. Outlined next are procedures and activities for assessing student needs, taping student conversations, analyzing the taped conversations, preparing learning exercises, and evaluating student performance. The third part of the volume consists of three exercise packets, each of which includes the script of the tape of an unrehearsed everyday conversation. The first packet includes the script of a conversation taking place in a market and covers procedures for listening for responses, contractions, spelling, dictation, pronunciation, inflection, listening comprehension, intensifiers, sociolinguistics, and nonverbal communication. The school nurse is the topic of the script included in the second packet, which also contains materials dealing with pronunciation, listening comprehension, polite expression, intonation, dictionary skills, techniques of listening for time markers, unwritten expressions, and rhyming words. The final packet contains the script of a conversation on head lice and addresses listening for specific information and the main idea, giving and listening for directions, developing rhythm in language, practicing pronunciation, and vowels and digraphs. (MN)

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AUTHENTIC LISTENING MATERIALS: ESL LIFE SKILLS TRAINING

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June 30, 1985

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Copies of this final report have been forwarded to the Educational Resources Information Center (ERIC). For ordering information, contact the ERIC Clearinghouse on Languages and Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007, (202) 298-9292.

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This project was conducted by Migration and Refugee Services of Catholic Social Services, Diocese of Harrisburg, 1500 Herr Street, Harrisburg, PA 17103.

ABSTRACT

Migration and Refugee Services of Catholic Social Services, Diocese of Harrisburg operates a program to teach English-as-a-Second Language (ESL) to non-native English speaking adults. It is found that most ESL students struggle to understand everyday spoken English which includes slang, idioms and understood omissions that are not taught in 'classroom English'. Therefore, we utilized a grant from the Department of Education of the Commonwealth of Pennsylvania to develop authentic listening materials; that is, tapes of unrehearsed everyday conversation in various settings. Exercises which correspond to each tape were also developed to help ESL teachers prepare their students to comprehend and respond to actual everyday conversation.

The development of such tapes can be easily replicated by other groups and institutions which teach ESL. Such groups and institutions will find this project of interest in order to learn the techniques and methodology utilized.

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I. INTRODUCTION

A. BACKGROUND AND PURPOSE

Migration and Refugee Services of Catholic Social Services, Diocese of Harrisburg has been providing English-as-a-Second Language (ESL) training to refugees and other non-native English speakers in Central Pennsylvania since 1975. One of the common complaints that the ESL teachers in our program have heard from students over the years is that 'classroom English' is very different from 'real life', conversational English. 'Classroom English' does not always prepare the student to comprehend slang, register changes, idioms and common omissions in everyday speech. Therefore, at the suggestion of our ESL teachers and students, we have taped authentic, unrehearsed conversations in three different settings with which our ESL students would be familiar. These tapes have been transcribed and learning exercises have been developed to accompany each 'script'. Such tapes and their corresponding exercises should help non-native English speakers to better comprehend everyday English conversation.

B. PROJECT STAFF

This project was conducted between July 1, 1984 and June 30, 1985 by the staff and volunteers of Migration and Refugee Services of Catholic Social Services. Beverly J. Smith, Director of Migration and Refugee Services, served as the Project Director. Linda Carl, who is the ESL Program Coordinator for Migration and Refugee Services, coordinated the tape production. Ms. Carl also edited the tapes and wrote the learning exercises. Two of the ESL teachers working (via a sub-contract) with Migration and Refugee Services, Ruth Morehead and Jean Henry actually taped the

conversations. Both of the above mentioned ESL teachers are employed by the Lancaster-Lebanon School District Intermediate Unit # 13. The tapes and exercise packets were field-tested by ESL teachers affiliated with the Intermediate Unit # 13 (above), our office (Victoria Beardsley), the York School District Lincoln Intermediate Unit # 12 (Carol McKulik) and the Adult Enrichment Center of the Lancaster City School System (Dale Mace). Ms. Carl was responsible for collecting evaluations based on the field-study. Claudette Hart and Kristine Billmyer, who are specialists in the field of sociolinguistics from the University of Pennsylvania provided valuable technical assistance to this project.

C. AUDIENCE

This project report was prepared for ESL teachers who feel that their students could use more exposure to and corresponding explanation of everyday English conversation. We recommend that ESL teachers tape conversations in the geographical area in which they (and their students) live since expressions and accents can vary from place to place. This report will give advice on the development of such tapes and corresponding learning exercises. These particular tapes can be easily duplicated and are appropriate for use by ESL teachers in Central Pennsylvania for students at the intermediate level and above.

D. HOW TO OBTAIN COPY OF REPORT

Copies of this report can be obtained by writing to the Pennsylvania Department of Education, Division of Adult and Continuing Education, 333 Market Steet, Harrisburg, Pennsylvania, 17108 or the Educational Resources Information Center, 3520 Prospect Street, N.W., Washington, D.C. 20007.

II. PROCEDURES AND ACTIVITIES

A. ASSESSMENT OF STUDENT NEEDS

The ESL students in our program have pointed out to their teachers that classroom English is very different from real life English conversation. The students complained of being unable to comprehend conversational exchange in such locations as the local farmers' market, gas station, school nurse's office, drug store and most social situations. The students also indicated that they would like to see written scripts of such conversation as well as exercises and explanations to accompany them so that they could study the expressions and slang in natural discourse.

B. TAPING THE CONVERSATIONS

Based on the students' requests, two ESL teachers who work via a subcontract with Migration and Refugee Services contacted personnel at the following sites: the local farmers' market and at two different school nurse's offices. Permission to tape conversations was obtained at the three locations. The speakers in these situations were nervous and unnatural at first. To accommadatefor this, the ESL teachers who were taping the conversations taped for approximately a thirty-minute period. After the initial five or ten minutes, the persons involved in the conversations seemed to relax and forget that they were being recorded.

The 'original' tapes were made on high quality magnetic tapes utilizing a large reel-to-reel tape recorder. Duplicates of the tapes were made on less expensive cassette tapes. Background noise and volume were checked prior to recording.

C. ANALYZING THE TAPED CONVERSATIONS

The ESL Program Coordinator of Migration and Refugee Services selected

the most useful segments of the tapes. The tapes were then analyzed for the following characteristics:

1. Socio-linguistics
   formal or informal expressions
   status of participants
   forms of address used
   tone
2. Linguistics
   Functions
   -asking for information
   -giving directions
   -changing topics
   -cross checking
   -interrupting
   Vocabulary
   -occupational vocabulary (technical terms)
   -idiomatic expressions
   -slang
   -jargon
   Grammar
   -verb tenses
   -two-word verbs
   -question formation
   -reported speech
   Pronunciation
   -dialect
   -stress and intonation
   -rhythm

D. PREPARING THE LEARNING EXERCISES

Once the most useful segments of the tapes were chosen, the selected segments were transcribed into scripts. The exercises were designed to help the student better comprehend the script and are in various formats including drills, close tests, short answer , multiple choice, task-based and problem-solving. The main skills to be taught by this

particular set of tapes and exercises are listening comprehension, grammar, pronunciation and speaking ability. ESL teachers who wish to emphasize other skill training can design other types of exercises.

E. EVALUATION

The tapes were disseminated to the ESL teachers working with Migration and Refugee Services. Although there was no formal evaluation form developed and utilized due to lack of time, the tapes were enthusiastically welcomed by the ESL teachers and their students. In fact, we have had several requests to develop other tapes of similar every day conversations.

III. CONCLUSIONS AND RECOMMENDATIONS

This project has become more of an example of "how to" (or "how not to") develop authentic listening materials rather than the development of an excellent 'product'. Unexpectedly, we found it very difficult to control the quality of the tape without actually placing a microphone to the speakers' mouth. To use a microphone in such a manner greatly inhibited the speakers and they had to be reminded not to purposely speak slower or enunciate more clearly. When the microphones were placed in one position, midway between speakers during the tapings (as they were for the tapes used), there was a great deal of background noise which was oftentimes quite distracting. It would have been preferable to have dual microphones that could be pinned to the speakers' shirts so that each speaker could be clearly heard and background noise would be minimized. It also would have been better to have more sophisticated taping equipment which would allow us to completely erase all background noise and static. Such changes would greatly improve the quality of the final product. We recommend that those people who are interested in developing such tapes utilize better taping equipment.

INTRODUCTION
TO EXERCISE PACKETS

Whether teachers wish to recognize it or not, nonstandard English should be an integral part of the larger socio-linguistic structure of the English classroom. Teachers often choose to remain ignorant of the pluralism which prevails in their classrooms and expect students to conform to one approach, one way of pronunciation and one "correct" way of speaking English.

In the English-as-a-Second Language classroom, the texts used often are written using formal English. Some students may have a subconscious "block" to learning standard English due to peer pressure or a rebellion against middle class attitudes or norms.

Within each socio-economic group and geographic location, speakers shift style according to the formality of the situation in which they are speaking. Socio-linguistics refer to this as "change register". Formal speech is very careful. The speaker avoids contractions and tries to use correct grammar. Informal speech is marked by laughter, obvious changes in tempo, volume, pitch or breathing.

While developing these exercises, the register was observed by rating the forms of address being used. Students should be taught to hear the difference between these forms of address and determine the relationship between the speakers.

Example:

1. Just watch the baby for a minute.	(friends)
2. Would you keep an eye on the baby for a moment?	(strangers)
3. Please watch the baby for a minute.	(adult to a younger person)
4. Just keep an eye on the baby.	(husband & wife)

When teaching English it is wise to include some study of "tone". A Chinese baby at six months babbles differently than a baby of the same age in the United States. The Chinese baby speaks mostly in monosyllables composed of vowels alone. American babies usually use a consonant plus a vowel and repeats them - "da-da", "ga-ga". Chinese babies will repeat the same words in varying tones - higher, lower, louder, softer; they all have different meanings. Adult students should be made aware of this intrinsic difference between their first language and English.

Pronunciation is very important to ESL students. They realize that their spoken English is their passport into most social and job-related groups.

Understanding spoken English is often difficult for the students of ESL because native speakers 'tendtorunalltheirwordstogether' [sic]. Some of the common types of word blends are: final consonant sounds, links with beginning vowel sounds, and similar consonant blends.

Few English words are pronounced in exactly the same way by all native speakers. It is necessary therefore, that truly authentic, practical listening tapes must be recorded by people who reside in the same geographical area as the students who wish to learn from them. It is with this in mind that the Migration and Refugee Staff encourages teachers to use this project as an example and and tape their own conversations in response to their own student's needs. The exercises that follow may be used as a format. It will be simple to substitute other scripts and examples of pronunciation or grammar from tapes that are developed by other programs.

EXERCISE PACKET # 1

Tape I - The Market

Tape Script.....1
Listening for Responses.....2
Contractions.....3
Spelling.....4
Dictation.....5
Pronunciation.....6
Inflection.....7
Listening Comprehension.....8
Grammar - Intensifiers.....9
Sociolinguistics.....10
Non-Verbal Communication.....11

Customer	Salesman
Hi! Good Morning!	
	Hi, Mrs. Marshall, how are you?
Just fine. um - May I have some fishheads again and some bones? I can come back for them later.	
	No, I can get it. What do you want'em; what are you doin?
Um...to make ah....soup.	
	Soup base.
Yeah a broth for a soup.	
	OK. Now how much do ya need?
Oh, he said to get as many as you're willing to give.	
	Ya can't carry them all. You can't carry that many.
OK....ah...eight? About eight heads. (pause) I like your decorations. Is this your birthday?	
	Mine was Wednesday. Kathy's was Thursday. And this is - I'm retiring today so this is all a part of.
Oh. OK. Ben, do you wanta see? He's scaling the fish.	
	(another woman) He's really cutting them.
Um hum.	
	(other woman) See he's taking the scales off. He's cutting them all open.
What kind of fish are they?	
	Trout.
Oh, trout, mmm....that's good fish. (pause) OK, then, two containers of crab meat.	
	What, the claw?
I'll have one of the lump and one of the claw.	
Flounder?	
	These are flounder. I don't have any real big. I have nice but not real large. What'd'ya think?
Flounder, yeah.	
Oh, either one of those	
	Is one enough?
Yeah.	
	Who's first?
This lady's ahead of me.	
	You?
	A pound, nine and a half ounces. A little over a pound and a half. I can't talk any louder than that.
OK	
	This is four dollars.
All right.	
	Thank you.
OK, thank you very much. And - now wait - just a second here.	
	What's this?
Happy Retirement.	
	Thank you.
You're Welcome	

LISTENING FOR RESPONSES

Tape #I - The Market

1. Listen to the tape.
2. Turn off the recorder and fill in these blanks from the story.
3. Do NOT look at your script.

Hi! Good Morning!

Hi, Mrs _____, how are you?

Just fine, um, _____I
have some fish heads
again_____some bones.
I can come_____for them
later.

No, I ____get it. What do you want 'em;
what are _____doin'?

Um.....to make ah....._____.

Soup base.

Yeah, a broth _____a soup.

OK. Now how _____do ya need?

4. Look at the script and correct your answers.

CONTRACTIONS

When Americans speak, they combine many words and slur them all together. Some of the words in a sentence should be run together so that it sounds like one long word.

NATURAL SPEECH	WRITTEN ENGLISH
What'd'ya think?	What do you think?
How much d'ya need?	How much do you need?
What d'ya want 'em for?	What do you want them for?

Practice saying these sentences as if they were all one word.

If you speak very proper English and pronounce each word separately, many Americans will have the impression that you are being overly proper or that you are not very warm or friendly. It helps, especially if you have a job in a factory, a construction site or other labor job , to listen to the speech of your fellow workers and try to use the slang and contractions that they use.

This same speech would not be appropriate if you were attending school, interviewing for a job or speaking to your landlord.

A person's speech often can effect what people perceive you to be. It's good to be cordial and polite no matter where you are or who you're with.

SPELLING

1. Listen to the tape

Without looking at the script, write in the appropriate response or answer to the the following:

Hi, Mrs. Marshall. How are you? _____

Is this your birthday? _____

Is one enough? _____

Thank you. _____

Now listen again and correct your answers. Did you spell the answers correctly?

Some words are easier to spell because you can see that they are two short words put together. After each of the two short words, write the compound word.

Two Short Words	Compound
1. birth day	BIRTHDAY
2. cup cake	_____
3. milk shake	_____
4. wind mill	_____
5. touch down	_____
6. steam boat	_____
7. ware house	_____
8. water mellon	_____
9. hot dog	_____
10. high way	_____

DICTATION

1. Listen to the tape again.

2. Rewind and get a paper and a pen or pencil.

3. As you listen this time, write the words that Mrs. Marshall says. Try to get as many of her words as you can. Stop the tape if you need time to write.

4. Stop after you write about the two containers of crabmeat.

5. Check your script and see how accurate you were.

PRONUNCIATION

In English, sometimes the letter "c" is pronounced like a "k". Please underline all of the " c's " in your script that have the "k" sound.

Practice

(k) cap This is a voiceless sound. This means that when you hold your fingers on your throat, you will feel no vibrations.

(g) gap This is voiced sound. This means that when you hold your fingers on your throat, you will feel some vibrations.

Many people from Vietnam, Thailand, Korea, and Germany have trouble hearing the difference between these two sounds. Here are some examples for you to try with a teacher.

gain - cane	glean - clean	gave - cave
gall - call	glue - clue	graft - craft
gape - cape	goat - coat	gram - cram
ghost - coast	gold - cold	grate - crate
girl - curl	got - cot	grow - crow
glass - class	grate - crate	gum - come

INFLECTION

Inflection is a change of pitch or loudness of the voice. In English you can change the meaning of a word or a sentence by changing your "inflection." In the conversation on Tape # I , the customer said the word " flounder." She meant this as a question. Her voice went up. Often when you are reading you can see what the inflection should be by the punctuation. For example all of these would be pronounced differently.

Flounder.

Flounder?

Flounder!

Read these sentences with the correct inflection to your teacher.

What are we having for dinner tonight, flounder?

What are we having for dinner tonight? Flounder.

What are we having for dinner tonight? Flounder! Uck!

LISTENING COMPREHENSION

1. At what stand in the Market does this conversation take place?
2. Do the speakers know each other?
3. What is the customer's name?
4. What word tells you that the customer has ordered fish heads before?
5. What is the customer going to do with the fish heads?
6. Is the customer male or female?
7. Was the customer sure of how many fish heads to get? How do you know?
8. What noise did you hear while the customer waited for the fish heads?
9. What do you think the fish stand looked like?
10. Who do you think Ben is?
11. What else did the customer order?
12. When the customer said," flounder", she said an entire sentence with just one word. What is the whole thought?
13. In America, which is correct - To get waited on as soon as you can or to wait for your turn? Underline the sentences that give you the answer.
14. What special day was this for the fish salesman?
15. What do you think the customer gave to the salesman before she left?

GRAMMAR-INTENSIFIERS

In the middle of the conversation another woman customer in the crowded market speaks to Mrs. Marshall as she waits for her fish heads. This woman says, "He's really cutting them.". The way it is used in this sentence, "really" is called an intensifier.

Intensifiers are certain words or phrases that emphasize or stress emotion. The most frequently used intensifier in English is "very". It means "to a high degree".

If you listen, you will hear this word used many times on television or by native English speakers. They may say things such as:

1. It was very cold yesterday.
2. I'm very tired.
3. Cindy was very sad.
4. The girl danced very gracefully.

Listen carefully to the tape . The word very is used one time. Can you find it?

The word really is an adverb of degree and is used as an intensifier before the main verb in the conversation on Tape # I.

Exercise: Write three sentences using the word'really'as an intensifier.

SOCIO-LINGUISTICS

When talking , native speakers of English tend to change the formality of their speech depending to whom they are speaking. For example, when an employee is speaking to the president of the company, he speaks with very formal English and tries to sound intelligent. He will pronounce words very clearly and use very few contractions (like can't and won't). The employee chooses his words carefully and avoids using slang or jargon.

On Tape # I the customer obviously has bought fish at this fish stand before. Mrs. Marshall, the customer, is speaking to this salesman differently than she would if she didn't know the salesman.

With a pencil, underline the parts of the script that indicate that the salesman and the customer know each other.

As you listen to the tape again, count how many contractions are used by both of the speakers.

In America, salespeople are treated kindly and with respect. In some other cultures, a person that is waiting on you at a store or in a restaurant may be treated and spoken to like a servant. This is <u>not</u> the custom in the United States.

NON-VERBAL COMMUNICATION

Much of our communication is non-verbal. We use our eyes, our hands and our entire body when we speak. It is difficult to understand a tape of English because there is a lot going on that we can't see. When you listen to Tape #1 there are many times when there is no talking. What do you think is happening when...

1) The customer has ordered her 8 fish heads and is waiting?

2) When the customer, Mrs. Marshall, speaks to her little boy?

3) When Mrs. Marshall says "Oh, Trout!..Mmmm...that's good fish."

4) When the salesman says," Ya can't carry them all".

There are many background noises on this tape. Sometimes it is very difficult to hear the salesman speaking. What are the other noises that you hear at the Market?

Can you make a gesture to tell someone these thoughts without speaking a word?

1) I'm hungry.

2) Come here.

3) Stop.

4) Listen.

5) Yes.

6) No.

7) Okay.

Some gestures that you will see are rude. There are gestures like this in every culture. If you would like to know some of these rude gestures, ask your teacher.

EXERCISE PACKET # II

TAPE II

THE SCHOOL NURSE

Tape Script 1
Definitions.....3
Pronunciation.....4
Listening Comprehension 5
Polite Expression.....6
Intonation.....7
Dictionary Skills.....8
Listen and Discuss.....9
Listening for Time Markers 10
Rhyming Words.....11
Unwritten Expressions.....12

TAPE SCRIPT-THE SCHOOL NURSE

Mother

Hello,are you Mrs. Meleski, the school nurse?

I'm Mrs. Henry and I'm having a little trouble with these forms. Could you help me a little bit?

Okay.

Yes. Like their baby shots.

Okay.

Okay.

The rubella is the MMR shot? [illegible] the measle, reubella and mumps is the MMR shot.

Okay.

Uh um.

Okay.

So, I can phone and tell them when the shots were for...my ah child..

Child, Rebecca and they can tell me which shots I need.

And... and either my physician or the state health nurse can help me.Yes. Okay.

Nurse

Yes, I am.

Surely. The first form I think we should look at is this immunization certificate. This,your child needs in Pennsylvania to start school. Needs to have it completed.

And all the blue areas on this card must be filled with the dates when they had those immunizations or shots. Okay?

Baby shots. Uh ha. Some [illegible] baby shots. The first [illegible].

Second, is their polio.

And the third is their measles, mumps and rubella. Now this...

Yes.

And...these...must...be filled out before they enroll in school.

Now, if there's- If you don't have a family physician and your child does not have the complete series of immunizations you can go to the Department of Health on Cumberland Street, and there, they are given free of charge. There's no charge. You just must call though and make an appointment.

And they will tell you when to come.

um hum

Yes.

Mother	School Nurse
	And if you have a baby book or anything from your...ah...any other...health record that I could use to obtain these dates, we could use that.
Alright. Okay, now tell me again what do I do with this when I fill it out?	When you fill it out, you put the child's name and birth date.
Um hum.	Then you have to have the health official fill in the dates...
Um Hum.	And either that person will sign and put the date or you bring it back to me and I'll sign it...
Um hum.	As long as I have some dates.
Okay. What about the back of the form?	The back is... if you wish your child not to be immunized.
Okay. But what's at the top of the form?	It's, it's the same... in what you would fill out the back of the card instead of the front if your child...
Oh. Oh you want an exemption.	Has religious or medical exemptions.
Right, thank you.	That is not too frequent.
Okay, and then I bring this card back to you?	Yes.
Okay. Thank you. And I must have this card before my child enters school.	Yes.

DEFINITIONS

1. MMR
2. Immunization
3. D.P.T.
4. exemption
5. frequent

1. Find each of the words in your script and circle them with a pencil.
2. Write an original sentence using each word.
3. Write a brief paragraph about other school regulations that are different from the rules in your native country. Be sure to describe the schools you attended as a child if they were not in the United States.

PRONUNCIATION

Not all words that start with the letter "t" have the same sound. The /t/ as in tin is a short explosion of air as the teeth are behind the front teeth. The air goes through the teeth to make the /t/ sound extra loud. Say these words with a /t/ sound:

tin
tick
teem
tank
table

Watch for "t's" followed by "h". These two letters are pronounced as one. It really isn't a sound. It is just air. The rest of the letters in the word make the sounds. A "th" sound is very difficult for people from almost everywhere outside of the United States. It seems strange because to make this air come, the tongue must stick out between the teeth. The sound comes from air between the tip of the tongue and the top teeth. You will see the "th" written [θ] in dictionaries.

If it is noiseless this means you cannot feel any vibration on your throat if you are pronouncing it properly.

These are examples of the th = θ sound:

thank
thaw
think
the
thumb
thrill

Listen to the tape and read along using the script. Circle all the <u>th</u> [θ] sounds.

LISTENING COMPREHENSION

1. What did the mother need help with?

2. Do the mother and the school nurse know each other?

3. If people can't pay for their children's immunizations, where do they go?

4. What's Mrs. Henry's daughter's name?

5. Name some of the diseases that children do not get anymore if they get immunized.

6. Do you think Mrs. Henry has older children that have been in this school for many years?

7. What are two reasons why a child may not be immunized?

8. Can a child enroll in school before they get their shots?

9. If a health form comes home from school and you don't understand how to fill it out, who do you talk to?

POLITE EXPRESSION

When speaking to a person of authority or someone that is not a friend, native speakers use many polite expressions. The following are examples of polite expressions:

1. Please
2. Won't you
3. Would you, could you
4. I wish you would
5. Do you mind, would you mind

At the very beginning of Tape II, Mrs. Henry uses one of these polite expressions. Underline this sentence in red.

There are some words in English that are called 'down toners'. This means that the formality of speech is relaxed by adding words like "just". Some Christians in America would like to make praying to their God less formal and would change a prayer from:

Most heavenly Father, we come before You today

to:

Dear Jesus, we just want to ask You.....

If you listen to the tape again the School Nurse inserts the word "just" into a sentence. She is trying to make the mother feel that the Department of Health is not a place to be afraid of and that making an appointment there is a very simple matter. Listen to the tape and circle the word "just".

INTONATION

In some ESL text books you will see sentences with a line to indicate where your voice rises and falls.

In this typical example of an English statement, the voice starts on the speakers' middle tone, rises on the last stressed syllable, and then dips to the speakers' lowest tone.

Example: This is a table.

When one asks a 'wh' question (who, what, when or where), the voice does the same thing.

Example: Where is your sister?

It is wrong to believe that your voice should rise to let people know you are asking a question.

These lines are very helpful to show how to make your voice rise and fall.

Draw lines for the following sentences from the conversation on Tape II.

1. Hello, are you Mrs. Meleski, the school nurse?
2. Yes. Like their baby shots.
3. This your child needs in Pennsylvania to start school.
4. What about the back of the form?

If you are not sure, listen to the tape again.

DICTIONARY SKILLS

Your dictionary tells you what meaning a word has and the different ways in which a word can be used. You will see abbreviations such as 'N' and 'V'.

N - is the abbreviation for 'noun'. Nouns are words that name persons, animals, places or things.

V - is the abbreviation for 'verb'. Verbs show action or express a state of being.

Write N or V following these words which are associated with Tape II.

Immunization _____
Immunize _____
Certificate _____
Certify _____
Phone _____
Disease _____
Appoint _____
Appointment _____
Enroll _____

If you are not sure if the words above are nouns or verbs, look them up in your dictionary.

LISTEN AND DISCUSS

1. Listen to tape #II again.
2. Discussion questions:

   a. Why do all children have to be immunized before they enter school?

   b. What kind of diseases are no longer found in the U.S. because we have immunizations?

   c. What other forms come home from the school that you would like to have help to fill out?

LISTENING FOR TIME MARKERS

In conversation, information is usually given in chronological order beginning with the past and moving to the present. ESL students should practice listening for time markers so that they can organize what they are hearing.

The following are some common markers of time:

past: last year (month/week)
a couple of weeks (years/days) ago
yesterday
then

present: right now
today

future; in a couple of days
tomorrow
in a few weeks
soon

In this paragraph, underline the time markers:

Last year, Mrs. Henry was having trouble filling out the forms that her child brought home from the school nurse. She made an appointment to talk to the nurse who explained the importance of having children immunized before they entered school.

Mrs. Henry sat a few days later and completed the forms. Now she understands how to do it.

In a couple of weeks, some more forms may be sent home to Mrs. Henry. Hopefully, she will be able to fill them in.

RHYMING WORDS

Two of the words in this tape are in the "ill" family. This is very ironic since the tape is about immunizations. The words found on tape II are:

1. fill
2. will

Write four (4) more words that belong in this family:

3. _____
4. _____
5. _____
6. _____

Words in the same family "rhyme". Americans use rhymes to write poetry. Ask your teacher to read the following poem to you. Listen, then read the poem together and copy the teacher's inflection and rhythm.

The wind dost blow.
We soon will have snow
and the grass can not possibly grow.
I hate to mow!

Underline all the rhyming words in the poem.

Write a poem using the words in the "ill" family.

UNWRITTEN EXPRESSIONS

The mother used some expressions to show the school nurse that she was listening. When Americans speak face to face or over the telephone, you will hear them use some of these expressions.

O-Kay
Uh hum
Huh?? (what?)
Yes, Yep, yeah
um-hum (yes, I understand- go on)
Uh-hah (yes), Ha-uh (no)

These expressions are very difficult to spell out. They are not written expressions but occur frequently in spoken conversation. Ask your teacher to practice these with you.

Listen to the tape again and you will hear Mrs. Henry (the mother) using these while the school nurse is speaking.

EXERCISE PACKET # III

Tape III

HEAD LICE

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Listening for the Main Idea.....3
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Mother	School Nurse
My name is Mrs. Henry and my child came home with a swarm of head lice. What do I do?	
	Well, Mrs. Henry , I think the first thing you wanna' do is either call your doctor and get a prescription for special shampoo or else go to the drug store and they will recommend a shampoo. Now we have had a problem with head lice throughout the county this year so your child is not the only child that has it. We're not certain how she, Rebecca got it but there were other cases in the school and in the county. Now, I sent home this paper for you to show you just the guide-lines for treating it. It explains what head lice is, what you should look for...Now it's very important when you're looking...you will see the eggs of the lice and they're called nits.
What'd they look like?	
	They're very tiny white flakes and they look a great deal like dandruff, but if you'll notice, with dandruff, you can flick it off.
Mmm-hm.	
	Well, a nit will cling tenaciously to the scalp.
Mm-hm.	
	You really have to work to get it off and we recommend that if there is not a special fine-tooth comb with a shampoo that you will have to buy one because the child's head must be free of nits. Now after you treat Rebecca, she may come back to school tomorrow if all the nits are combed out of her hair. The problem is that the shampoo will kill the lice and most of the nits.
Oh, but it won't kill all of them?	
	It's supposed to kill all of them but it's not a guarantee, so that's the reason t' comb out all the nits.
OK, so I should wash her hair with the shampoo and then when it dries...	
	Follow the directions.
Oh, follow the directions on the shampoo , OK and then I can bring her in if I see no more nits.	
	Yes, but you will have to bring her to the school nurse and the school nurse will check her and make certain that her head is clean and, and there are no more nits and then she may come back to school.
OK, do I go to the office first? Or I just come straight to..	
	Just come straight to the health room. Alright?
Mmm-hm, OK.	
	And the thing is that you may want to check I would recommend that you check every member of the family and that you wash all the bed linens, the towels.....

DEFINITIONS

Directions: Use your dictionary to find the meaning of the following words. Write the correct definition beside the word.

1. prescription
2. nits
3. tenaciously
4. dandruff
5. guarantee
6. recommend

Directions: Beside the number write a sentence using the words listed above.

1.
2.
3.
4.
5.
6.

Directions: Listen to the tape again. Underline the six (6) words in your script.

LISTENING FOR THE MAIN IDEA

Directions: After listening to the tape, answer the following questions.

1. Why did the mother visit the school nurse?

2. What did the school nurse recommend?

LISTENING FOR SPECIFIC INFORMATION

1. The mother's name is _____.

2. A nit looks like _____.

3. _____will kill the lice and most of the nits.

4. What does the special comb look like?_____
_____

5. It's important to follow the _____ on the shampoo container.

6. The nurse recommended that the mother wash all of the _____.

GIVING DIRECTIONS

When giving directions to people of the same age or position, Americans usually modify the strength of their imperative statements. This is often done by the tone of voice or by a adding " downtoners" such as 'maybe', 'just' , or 'probably'.

When giving directions to someone that is younger or someone being supervised by the speaker, Americans use a tone of voice with more authority. The directions sound more like orders.

Listen to the difference.

1) call your doctor
2) get a special prescription shampoo
3) go to the drug store
4) if there is not a fine tooth comb with the shampoo, you will have to buy one.

The examples above were taken from the tape script in which the nurse was talking to a mother who had come to her for her professional advice.

Notice how the directions are given below when a nurse is talking to another nurse.

1) maybe you want to check with the doctor
2) just get a special prescription
3) or they may have it at a drugstore
4) if there is not a fine tooth comb with the shampoo, I guess you'll probably have to buy one.

CLOZE QUIZ

Directions: Listen to the tape. Do not look at your script this time. English as a Second Language teachers often measure your comprehension by a cloze test. Please read the following paragraph from the tape and fill in the blanks. You will be able to see how much you remember.

Well Mrs. Henry, I think _____ first thing you want to _____ is either call your doctor _____ get a special prescription for _____ shampoo or else go to _____ drug store and they will _____ a shampoo. How, we have _____ a problem with head lice _____ the county this year so _____ child is not the only _____ that has it. We are _____ certain how she got it.

Directions: Now, listen to the tape again to check your answers. If you still are not sure, look at the first paragraph on the right hand side of your script.

LISTENING FOR DIRECTIONS

In the conversation on tape III, the mother is listening to directions from the school nurse. The nurse is telling her how to get rid of head lice. The mother listens more carefully at certain points of the conversation.

1. the first thing you want to do is...
2. Now, it's very important when you 're
3. ... and we recommend that if there is not...
4. Now, after you treat Rebecca,she can...
5. I would recommend that you ...

Listen to the tape and complete the sentences:

1. The first thing you want to do is _____

_____

2. Now it's very important when you're _____

_____

3. and we recommend that if there is not _____

_____

4. Yes, but you will have to _____

_____

5. I recommend that you _____

_____

RHYTHM IN LANGUAGE

Learning the rhythm of phrases can help you to learn English. Since music script is a universal language,it may be helpful for ESL students to see the rhythm of a phrase written out. Before saying the phrase the students should clap the rhythm with their hands. After the rhythm feels comfortable, the students may try putting words to the rhythm. The first phrase has intonation lines to tell the student when to raise and lower the pitch of the voice.

What do I do?

How do you do.

When did you go?

Where did you eat?

Directions: Accent the first word in the phrase.

Make the middle two words very short (staccatto).

Start on a higher pitch.Lower the voice and level off and drop the pitch at the end of the phrase.

PRONUNCIATION PRACTICE

LICE RICE

Many ESL students have difficulty hearing the difference between l and r. Many students continue to mispronounce common words that have either of these letters in them even if their level of English proficiency is quite advanced.

L - The tip of the tongue touches the roof of the mouth right behind the top teeth. The sound comes from the throat(a voiced consonant) and the air goes around the sides of the tongue.
Practice these words from the script with your teacher.

look
like
kill
all
call
will

R - The tip of the tongue is right behind the front teeth but it does not touch the roof of the mouth. The back of the tongue is humped up to block the sound from coming from the throat. The sound of 'r' is like a dog growling. It is made way back in the throat.
Practice these words from the script with your teacher.

recommend
Rebecca
really
room
there
for

(Pronounciation Continued)

Now practice these pairs of words. Listen for the difference between the l and the r.

lag - rag	tile - tire
lake - rake	mole - more
lap - rap	coal - core
late - rate	wall - war
	bill - beer
	dill - deer

Luckily, students can usually tell what an American is saying by listening to the word as it is found in the whole sentence. Even if a student can't distinguish the difference when the words stand alone, students understand which word is meant by listening for context cues.

VOWELS / VOWEL DIGRAPHS

Vowels are speech sounds that are pronounced without obstructing the breath. The regular vowels are a, e, i, o, and u. The letters y and w are semi-vowels.

Phonics is a method of teaching reading and pronunciation by classifying sounds. In phonics, vowels can be long (-) or short (˘).

A vowel digraph is two vowels that combine to make one sound. This simple rule usually works:

"If two vowels go walking let the first one do the talking."

Practice these words with your teacher:

ea (ē) treat
meat

ay (ā) say
beat

ai (ā) rail

It is difficult to learn English by memorizing rules. Vowels can have many sounds. And sometimes rules can confuse students. For example:

ea (ē) treat
ea (ĕ) head
ea (ā) great

It is often easier for students to learn English by listening and repeating phrases.